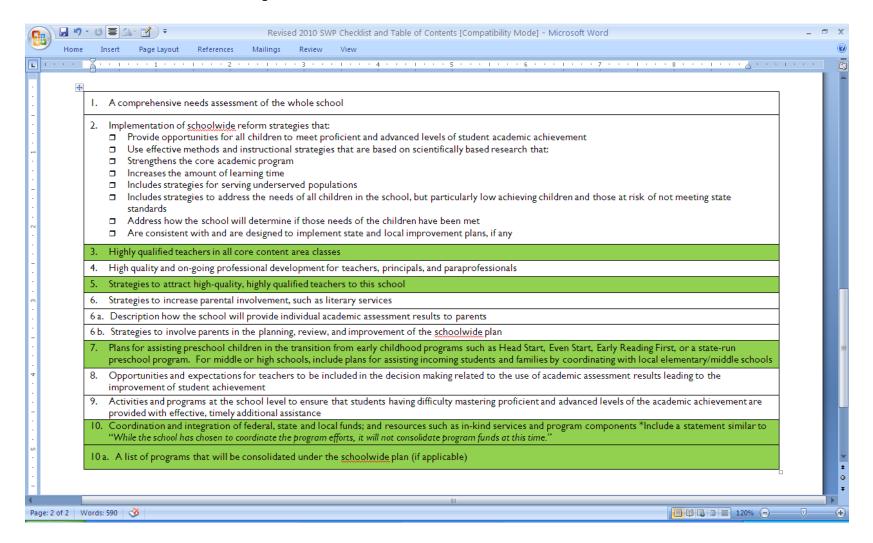
Title I Schoolwide Planning Adding the "Compliance Components"

Webcast #2

2010-2011

Ten Components of a Schoolwide Plan:



Component #3 - Definition:

Highly qualified teachers in core content area classes

Component #3 – Relevance:

One of the most important factors in raising student achievement is a highly qualified teacher.

What are "Core Academic Subject Areas"?

- English
- Reading or language arts
- Mathematics
- Science
- Social studies (Economics, Civics and Government, History, and Geography only)
- Fine arts (Music and Visual Arts only)
- Foreign Languages

Who has to be HQ?

All elementary and special education teachers of students in grades K-6 who are the primary instructors of Core Academic Subject areas.

All secondary and special education teachers of students in grades 6-12 who are the primary instructors of Core Academic Subject areas.

All instructional paraprofessionals working in a Title I School.

Indiana's Highly Qualified Teacher Requirements:

In order to be considered highly qualified, all Core Academic Subject teachers must:

- 1) Earned a bachelor's degree
- 2) Be fully licensed to teach the Core Academic Subject
- 3) Demonstrate core content knowledge

Additional information and resources regarding Highly Qualified Teachers may be found on the HQ website: http://www.doe.in.gov/hqt/welcome.html

Verification Forms Required for Teachers:

Elementary Verification Forms:

http://www.doe.in.gov/hqt/pdHQTElementaryVerification.pdf

Secondary Verification Forms:

http://www.doe.in.gov/hqt/pdf/HQTSecondaryVerification.pdf

What is a Paraprofessional?

For the purposes of Title I, Part A, a paraprofessional is an employee of an LEA who provides instructional support in a program supported with Title I, Part A funds.

Highly Qualified Paraprofessional Requirements:

- (1) All Title I paraprofessionals must have a secondary school diploma or its recognized equivalent.
- (2) Additionally, except as noted below, paraprofessionals **hired after** January 8, 2002, and working in a program supported with Title I, Part A funds must have—
 - Completed two years of study at an institution of higher education; or
 - Obtained an associate's (or higher) degree; or
 - Passed the ParaPro test (<u>www.ets.org/parapro</u>)

Component #3 – Example of HQ Chart for Teachers:

Teacher Name:	Teaching Assignment:	Indicator of being HQ on Verification Form:	Location of Verification Form and other documentation:
Judy Roberts	1 st Grade	Bachelor's degree Elementary Teaching License Passed Praxis II	Central Office – HR Files

Component #3 – Example of HQ Chart for Paraprofessionals:

Paraprofessional's Name:	Assignment:	Indicator of being HQ: ☐ Associate's Degree ☐Transcripts showing at least two years of college or more ☐Passed the Praxis ParaPro Exam	Location of Documentation of HQ status:
Sue Mitchell	Kindergarten Assistant	✓ Passed Praxis ParaPro Exam Jan. 2008	Central Office – HR Files
Christine Smith	Title I Assistant	✓ Bachelor's Degree	Central Office – HR Files
Michael Hoover	ELL Assistant	✓Transcripts (72 credit hours)	Central Office – HR Files

Component #3 – Common Errors:

 Schoolwide plan does not include a chart of all core content area teachers and paraprofessionals that includes how they are highly qualified

 Revisions to the staff roster are not made as staffing changes each year

Component #5 – Definition:

Strategies to attract and retain high-quality, highly qualified teachers to this school

Component #5 – Relevance:

- To decrease teacher/staff turnaround
- High performing, high poverty schools have high quality teachers

Strategies to Attract HQ Teachers:

- Marketing and outreach strategies
- Partnering with universities providing traditional teacher education programs
- Partnering with institutions with alternative licensure programs
- Outline the hiring process by the district
- Providing financial incentives
- Offering competitive pay and benefits packages

Questions for Component #5:

- How do you advertise new positions?
- How do you find the high quality candidate?
- How do you retain high quality and highly qualified candidates?
- Do you offer any peer mentoring programs that might attract high quality teachers?
- Does your school have strong collaboration among staff?
- Are the pay and benefits competitive with other local schools/corporations?
- Is the atmosphere at your school positive?
- Do staff members do things together outside of the school day?
- Do you have a strong parent group that provides support to staff?
- If a teacher were offered a position at your school and a school nearby, why would they want to come to your school?

Component #5 – Example:

- **Strategy 1:** Develop partnership with nearby university to encourage students majoring in Education to complete student teaching requirement. Recruit those student teachers that are outstanding and assist in placement.
- **Strategy 2:** Partner all new staff members with an experienced staff member as a peer mentor.
- **Strategy 3:** District will provide a new employee orientation for all new employees. The school will also provide orientation/training for new employees.
- **Strategy 4:** Partner with local universities with teacher education programs to recruit by holding a "Recruitment Fair" each spring.
- **Strategy 5:** Work with the PTO at school to develop a committee to welcome new staff members by hosting a reception and creating packets of information about the school, staff, and students.
- **Strategy 6:** Organizing monthly events outside of school hours to celebrate important events in staff members' lives (pitch-in, social gatherings, etc.)

Component #5 – Common Errors:

- Not including in your Schoolwide plan what your district's Human Resource department does to attract high quality teachers
- Not stating why teachers want to work at your school or why teachers stay at your school
- Not including all of the "little things" we do that show others that we appreciate them

Component #7

Early Childhood Transition

Plans for assisting preschool children in the transition from early childhood programs such as Head Start, Even Start, Early Reading First, or a state run preschool

Ideas from Indiana Schools

- Parents of preschool aged students are invited to the bookmobile to read with their children and receive kindergarten readiness skill packets.
- Kindergarten expectation brochures made available in a local doctor's office for parents to take home.
- Parents can watch an informational DVD on social skills, including games to play to help prepare their child for kindergarten.
- Kindergarten teachers make home visits prior to the first day of school.

What does Component #7 look like in a plan?

- Are transitions addressed in your current plan?
- Does your school offer activities that are not currently included in your plan?
- Are there activities mentioned that should be removed from your plan?
- Do transition activities include both incoming and exiting students?

Why consolidate funds?

 Helps a school to design and implement an effective comprehensive plan to upgrade the entire educational program in the school based on the school's needs identified through its comprehensive needs assessment

Consolidating Funds

 A schoolwide program treats consolidated funds like a single "pool" of funds

 Funds from the contributing programs lose their individual identity and the school has one flexible pool of funds

Pots of Money....

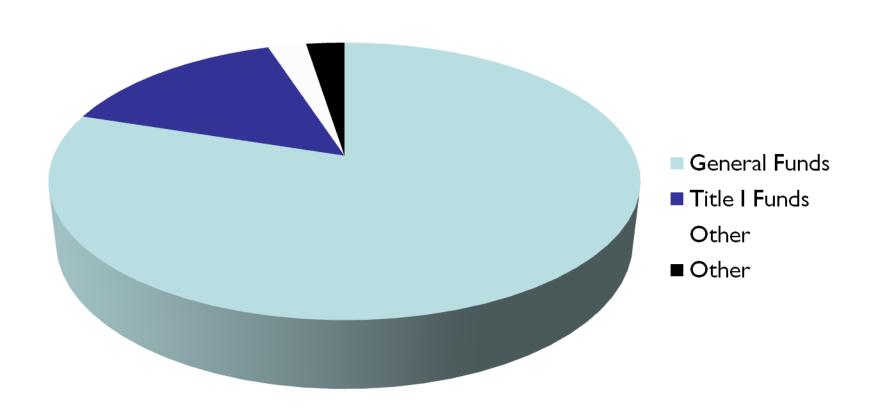








Vs. Consolidation of Funds



If a school operates a schoolwide program but does not consolidate its Title I, Part A funds with other Federal, State and local funds, what activities may Part A funds support?

- A school must use its Title I, Part A funds to address the specific educational needs identified in the needs assessment and articulated in the comprehensive schoolwide plan.
- All children in the school may participate in activities funded with Part A funds (consistent with the school's schoolwide plan), and the school does not need to demonstrate that those activities are supplemental to ones that would otherwise be provided by the school.

If a school operates a schoolwide program but does not consolidate its Title I, Part A funds with other Federal, State and local funds, what activities may Part A funds support?

Keep in mind:

- Use of Title I, Part A funds in this situation would be governed by the cost principals in OMB Circular A-87 (time and effort logs and semi-annual certifications).
- Because Title I, Part A funds are not consolidated with other Federal, State and local funds, the school and LEA must account for and track Title I, Part A funds separately, identifying the activities that the Part A funds support.

Taken from Consolidating Funds Schoolwide Program USDE PowerPoint 2008

What will the component look like in the plan?

Component #10:

State that you understand and are aware of consolidating funds, but do not participate in consolidation of funds. For example:

"While the school has chosen to coordinate the program efforts, it will not consolidate program funds at this time."

What will the component look like in the plan?

Component #10a:

List all programs in the school, including Federal, State and local funding. For example:

- Title I Part A
- Title II Part A
 (Preparing, Training and Recruiting HQ Staff)
- Title II Part D(Enhancing Education Through Technology)
- IDEA Individuals with Disabilities Act

Contact Information

Phone: 1-317-232-0540

Email statewide@doe.in.gov